Lesson Plan Template Rev 10/1/09 Dr. Thieman

Name: Timothy Keene Age/Grade Level: 10th Grade

Subject Area(s): Language Arts Unit Title: How to write a research paper

Lesson Title: Structuring the 5 Paragraph Essay Estimated Time: 90 minutes

**Purpose/Rationale for lesson:** To give students the structural tools to help shape and organize their essay.

**Curriculum Framing Questions:**

Essential Question: How does research make your writing more effective?

Unit Question: How does structure aid in the clarity of your essay?

Lesson or Content Question(s): What is the structure of the 5 Paragraph Essay?

**Goal:** Students will be able to map out the elements of the 5 Paragraph Essay and use this structure in writing their own research essay.

**Learning Objective(s):** Students will write the introduction and one body paragraph of their research essay to be turned in the following class period.

**Curriculum Standard(s):**

EL.HS.WR.02 – Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

EL.HS.WR.11 - Create an organizational structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.

EL.HS.LI.07 – Infer the main idea when it is not explicitly stated, and support with evidence from the text.

**Materials Needed:** Pen and paper, copy of a source for their topic

**Background knowledge or skills students need prior to lesson:** At this point in the unit students should know their research topic and have studied at least one source.

**Hook or Introduction**: Students will spend first 5 minutes of class writing about an event in their lives that is related to their research topic. After 5 minutes 3-4 students will share their experience with the class. After each is done sharing the teacher will ask what the student learned about their topic from this experience. The teacher will then paraphrase the experience, what they learned, and how they got there while checking with the student for accuracy. The teacher will write this information in an area for every student to see (whiteboard, projector). When students are done sharing, transition this into the lecture by showing that this is exercise can also be used to come up with an Introduction Paragraph. This activity should take a total of 10 minutes.

**Procedures:**

* 30 minutes – LECTURE - After students are done sharing, the teacher will begin a Powerpoint assisted lecture that goes over the basic structure of the 5 Paragraph Essay. Throughout this presentation, in addition to suggested “Teacher Questions,” the teacher should check in with the students to answer any clarifying questions and make sure they are paying attention. Include the following concepts:
  + Introduction – Upside down triangle model.
    - Taking a broad idea and narrowing it down to a thesis statement.
    - Teacher Question – Reference previous writing experience and ask for further examples.
  + Body Paragraph – The 1-3 model.
    - The beginning of the paragraph should have a cited source followed by 3 comments or questions related to the source that conform to the student’s thesis statement.
    - Introduce “Example Phrases” (For Example, first, this can be demonstrated by…)
    - Teacher Question – What are other example phrases? Can you see an example of a body paragraph in your source? How can you tell?
  + Body Paragraph Transitions
    - The first line of a Body Paragraph should be related to an idea mentioned in the previous paragraph. The last line should in some way introduce or connect to the ideas in the next paragraph.
    - Introduce “Transitional Phrases” (In addition, secondly, also).
    - Teacher Question – What are other transitional phrases? How could we connect two paragraphs of different ideas?
  + Conclusion – Right side up triangle model.
    - Restatement of thesis
    - Synthesizing the research and analysis of the essay to come up with a general idea of...(why this topic is important, how does it relate to the rest of the world, how does it change our attitudes towards this topic, does the analysis relate to the story from the introduction, etc.)
    - Introduce “Conclusion Phrases” (In closing, finally, to summarize).
    - Teacher Question – What other types of conclusions can be drawn from a topic?
  + Bibliography – Go over structure but let students know this will be covered in more detail later when you study citing sources.
* 40 minutes – GROUP ACTIVITY - Students will form groups of 5-6 in a manner determined by the teacher. The goal of this activity is to provide a real world example of the content of a body paragraph. Students will use their sources to compile opinions and ideas for their topic that they can then reference in their essay.
  + For the first 15 minutes, each student will share in their group what their topic is, what source they brought in, and what reactions they have to the material. Do they agree with it/disagree? Is this a new or unfamiliar concept? What questions did it bring up? Etc. During this time the teacher should be checking in with the groups to make sure they are on task, as well as asking questions to aid the discussion.
  + After everyone has shared, the group will decide what topic or source they found the most interesting and will compile opinions and ideas about the topic to share with the class.
  + For the last 20 minutes each group will share with the class the ideas or opinions brought up about a particular topic. There will then be a group discussion where the rest of the class can ask questions or express opinions about the topic. The only person who cannot comment is the person whose topic it is. During this second part the teacher should be leading the discussion by asking questions, calling on students for comment, but not sharing their own opinions.
  + When this is finished the students will be asked to return to their normal seats.
* 20 minutes – GAME – “How (blank) Changed the World” – This is a rapid-fire game that will help students understand the triangle concept of the Conclusion Paragraph. Students will compete with each other to give the best explanation for how a certain subject changed the world. Their explanations will start very specific but have to widen in scope to all share the same final sentence, thus mirroring a Conclusion Paragraph.

Preclass setup - The teacher will prepare enough slips of paper for everyone in class. On these slips will be written different areas of study, history, or concepts. Examples include “dentistry,” “punk rock,” “lions,” “the moon.” The stranger and more random, the better. Each subject should be written on 2-3 notes so that multiple students receive the same word. The teacher will hand out these notes while explaining the rules of the game. The rules:

* + The teacher will call out a word and students will immediately look to see if it is listed on their piece of paper. If so, they will quickly raise their hand.
  + When it is determined who has that subject each student will have a certain amount of time to provide an explanation for how their subject changed the world. They must end their statement with, “That’s how (blank) changed the world.
  + Quickness is key. If 2 students have the same subject the person who raises their hand quickest gets 20 seconds to explain, the second gets 10. If 3 have it then the first gets 20, second 15, third 10. Time starts as soon as it is determined who raised their hand first.
  + When both students are finished the rest of the class will vote on which argument was most convincing. Students should be instructed to watch for evidence provided (maybe even sources if possible) and clarity of argument.
  + The game will end when each subject has been said or depending on time constraints.
* 3 minutes – HOMEWORK – Students are to write an introduction and one body paragraph for their research essay. They are to follow the formula provided by the 5 Paragraph Essay model. These do not have to be the final versions that will appear later in the full essay. Explain the homework and answer clarifying questions if needed.
* 2 minutes – QUICK REVIEW – Closure activity.

**Differentiation/Accommodation** for diverse learners in your classroom.

**Attention to Literacy:**

**Closure:** A quick oral survey of concepts covered during the period. Ask random students questions like, “Which way is the triangle pointing in an introduction/conclusion?” “How many ideas or comments do you need after a source in the body paragraph?” “Give me an Example/Transitional/Conclusion phrase?” Etc.

**Assessment and Evaluation of Student Learning:** Students will be assessed through teacher observation and answers to final quick survey. Upon the return of the homework, students will be evaluated on if they followed the instructions and structured their paragraphs correctly. Teacher notes on the assignment should focus on the structure and clarity of ideas presented.